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ABSTRACT

The Intellectual Freedom Committee of the Association for Educational Communications and Technology (AECT) has developed this handbook to assist schools in strengthening their philosophy and curriculum, encourage the purchase of the best and most appropriate educational media, and provide support to the administrator, teacher, and media specialist in potentially controversial areas. A position statement on intellectual freedom and guidelines for developing an educational media selection policy are given. Appendices include: (1) a checklist for survival against censorship, (2) a sample policy statement, (3) an evaluation guide for instructional materials, (4) a sample form to request the reconsideration of instructional materials, (5) checklists for school media advisory committee reconsideration of instructional materials, (6) a directory of contacts for intellectual freedom matters, (7) a selected list of organizations with intellectual freedom manuals, and (8) a bibliography on issues of intellectual freedom. (MER)

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Media, the Learner, and Intellectual Freedom

A HANDBOOK

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IR008833

Intellectual Freedom Committee
Association for Educational Communications and Technology
Washington, D.C. 1979

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Contents

Authors and Acknowledgments. 3

Intellectual Freedom Amendments to the Constitution 7

Preface 8

Definitions 9

Introduction 10

AECT Statement on Intellectual Freedom 12

Basic Assumptions for Interpreting the Statement 14

The Educational Media Selection Policy 15
- Components 15
- Selection Objectives 16
- Types of Media to Which Policy Applies 16
- Evaluation and Selection Criteria 16
- Procedures for Developing a Policy 18
- Re-evaluation of Challenged Materials. 19

Appendix A: Checklist for Survival Against Censorship 22

Appendix B: Sample Policy Statement 23

Appendix C: Evaluation Guide for Instructional Materials 30

Appendix D: Request for Reconsideration of Instructional Materials (Sample) 33

Appendix E: Checklist for School Media Advisory Committee's Reconsideration of Instructional Material

Fiction and Other Literary Forms (Sample) 35

Nonfiction (Sample) 38

Appendix F: Contacts for Intellectual Freedom Matters.... 41

Appendix G: A Selected List of Organizations with Intellectual Freedom Manuals 47

Appendix H: Selected Media on Issues of Intellectual Freedom 49

Constitution of the United States

Amendment I
Freedom of Religion, Speech, and the Press; Rights of Assembly and Petition

Congress shall make no law respecting an establishment of religion, or prohibiting free exercise therof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment XIV
Civil Rights

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction therof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Preface

Citizens in a free society must have full access to information upon which to base decisions. They must have that access not only as adults, when they are called on to make decisions which affect their community, state, and nation, but also while they are in school, forming habits and attitudes essential to adult citizenship. The increased use of technology in schools, the use of multi-resources instead of a single textbook, the multiplicity of viewpoints on any single subject—these place a special burden on those who produce, evaluate, select, and organize educational media for classroom use.

It must be remembered that within the K-12 setting, students are minors. Parents have not only a responsibility for their children's education, but also, most courts have held, a legal responsibility for their children's actions. Parents have a right to affect their own children's education and the materials used in their classroom.

Balancing the parent's right to control the experiences of his or her own child are the child's right to have access to information, and the teacher's right to help students search out information from a variety of sources, so they may develop skills for effective decision-making. These competing rights create many of the problems in dealing with intellectual freedom at the K-12 level.

In this publication, AECT as an association expresses its concern about instruction and the media used in learning. The Intellectual Freedom Committee has developed this statement for use by instructional designers, producers, teachers, media specialists, and administrators in developing formal educational programs. We recognize that there are broader concerns of intellectual freedom, but here we address the specific needs of those who work with media, and suggest a process by which responsible actions can be taken by all parties concerned with the education of our children.

Richard Gilkey
Past President, AECT

Definitions

Educational Media. The media born of the communications revolution which can be used for instructional purposes alongside the teacher, textbook, and blackboard. (*Educational Technology: A Glossary of Terms.* Association for Educational Communications and Technology, 1979)

Governing Body. Refers to the chief policy-making body of the school district or local educational agency.

Media Specialist. A person with appropriate certification and broad professional preparation both in education and media with competencies to carry out a media program. The media specialist is the basic media professional in the school program. (*Educational Technology: A Glossary of Terms.* Association for Educational Communications and Technology, 1979)

Introduction

Although many national professional associations such as the American Library Association, National Council of Teachers of English, and National Association of Secondary School Principals have developed statements on intellectual freedom, the documents do not speak directly to the evaluation and selection of educational media as a vital part of student learning in elementary and secondary classrooms.

> Those who would create better educational opportunities must strive to develop comprehensive systems that meet the needs of students of differing abilities, backgrounds and interests, enabling them both to adjust to and to influence the changing society in which they live. Media programs which reflect applications of educational technology, communication theory, and library and information science contribute at every level offering essential processes, functions, and resources to accomplish the purpose of the school. [ALA, AECT, *Media Programs: District and School*, 1975, p. 1]

Through the evaluation and selection process we are able to acquire educational media to accomplish these purposes, which are strengthened by the application of the principles of intellectual freedom.

Intellectual freedom may be defined by some as complete freedom of access to information. However, intellectual freedom in the public schools must be defined within the constraints of social and national law. These constraints should not serve as an excuse to blanch the learning process with mediocre educational media. On the contrary, it is through recognition of logical constraints that we are able to protect the rights of children and others, while qualitatively improving educational offerings. Additional purposes for developing a policy statement, evaluation criteria, and procedures for re-evaluating educational media exist. Three of these purposes are:

1. To assist the local schools in strengthening their philosophy and curriculum.
2. To encourage the purchase of the best and most appropriate educational media.
3. To provide support to the administrator, teacher, and media specialist in potentially controversial areas.

Media, the Learner, and Intellectual Freedom: A Handbook has been developed by the AECT Intellectual Freedom Committee to assist media specialists in fulfilling their professional responsibility to provide quality educational media to all students in elementary and secondary schools. The handbook contains the AECT Intellectual Freedom Statement, some basic assumptions for interpreting the statement, a section on development of policy for educational media selection, suggested procedures for re-evaluation of materials, and general appendices which include sample forms, additional information contacts, and a bibliography.

In closing this introductory section we reaffirm the philosophy stated in the introduction to *Media Programs: District and School*, that

> The human worth that democratic societies seek to protect and develop rests upon commitment to educational programs which meet the individual purposes and developmental needs of students and prepare them to resolve the problems that continually confront them. Social, economic, and political issues, national and international, as well as the changing expectations of individuals and groups, represent the human concerns to which education must respond if it is to perpetuate and improve the society that supports it. (p. 1)

Susannah G. Dunn
1976-78 Chairperson
Intellectual Freedom Committee

Statement on Intellectual Freedom

The Association for Educational Communications and Technology

The First Amendment to the Constitution of the United States is a cornerstone of our liberty, supporting our rights and responsibilities regarding free speech both written and oral.

The Association for Educational Communications and Technology believes this same protection applies also to the use of sound and image in our society.

Therefore, we affirm that:

Freedom of inquiry and access to information–regardless of the format or viewpoints of the presentation–are fundamental to the development of our society. These rights must not be denied or abridged because of age, sex, race, religion, national origin, or social or political views.

Children have the right to freedom of inquiry and access to information; responsibility for abridgement of that right is solely between an individual child and the parent(s) of that child.

The need for information and the interests, growth, and enlightenment of the user should govern the selection and development of educational media, not the age, sex, race, nationality, politics, or religious doctrine of the author, producer, or publisher.

Attempts to restrict or deprive a learner's access to information representing a variety of viewpoints must be resisted as a threat to learning in a free and democratic society. Recognizing that within a pluralistic society efforts to censor may exist, such challenges should be met calmly with proper respect for the beliefs of the challengers. Further, since attempts to censor sound and image material frequently arise out of misunderstanding of the rationale for using these formats, we shall attempt to help both user and censor to recognize the

purpose and dynamics of communication in modern times regardless of the format.

The Association for Educational Communications and Technology is ready to cooperate with other persons or groups committed to resisting censorship or abridgement of free expression and free access to ideas and information.

Adopted by:

AECT Board of Directors
Kansas City
April 21, 1978

Basic Assumptions for Interpreting the Statement

- With every freedom or right comes a responsibility. Responsible, intelligent study must be based on a wide range of ideas and opinions to be examined and developed through reading, listening, viewing, experiencing, and discussing.

- The local school administration must affirm each student's right to study controversial areas having political, economic, and social significance.

- Educational media on all subjects must be selected on the basis of need and ability of the user.

- All educational media must be evaluated and selected according to locally acceptable criteria based on the philosophy, goals, and objectives of the school district and the subject area.

- The governing body must recognize the right of any parent to request that certain learning materials *not* be made available to their children. Alternative assignments and/or materials must be provided in these instances.

- Selectors of educational media must recognize that no material is value free, but rather, reflects the values of the culture of the time and place when and where created.

The Educational Media Selection Policy

A school's curriculum should be implemented through the use of educational media that have been thoughtfully selected, using a written policy that has been formally approved by the governing body. This policy must include selection objectives; a description of the types of media to which the policy applies, including student- and teacher-produced materials; evaluation and selection criteria; selection procedures; and re-evaluation procedures.

Components of an Educational Media Selection Policy

A comprehensive educational media selection policy includes statements that . . .

1. Designate the school's governing body as ultimately responsible for the selection of all educational media.

2. Delegate the responsibility for the evaluation and selection of educational media to professional school media specialists.

3. State the educational philosophy and goals upon which the educational media selection policy is formulated.

4. Identify the types of media covered by the policy, including those purchased, rented, acquired free, and produced in the school.

5. Define the role of faculty, staff, students, and parents in the evaluation and selection of educational media.

6. Describe the role of previewing and reviewing tools in the evaluation and selection of educational media.

7. List criteria for the evaluation and selection of all educational media, purchased or acquired free.

8. Outline approved procedures for re-evaluation of educational media that is challenged.

9. Specify any special criteria for the evaluation, selection, and re-evaluation of educational media in potentially controversial areas of human experience.

Selection Objectives

The basic objective of media selection is to provide students with learning resources that are intrinsic to the implementation of curriculum and that have value for the diversified interests, abilities, and maturity levels of the student population. Media should stimulate thinking, provide facts, and contribute to student growth in literary and aesthetic appreciation. Students must have access to media that enable them to make judgments and decisions relating to their daily lives.

Educational media must present a diversity of viewpoints on controversial issues, and should include the thinking and contribution of the many cultural, ethnic, and religious groups which constitute society in the United States.

Finally, educational media must be representative of the variety of communication formats so that individual learning styles may be provided for, and so that students might develop the ability to analyze critically various media formats.

Types of Educational Media to Which This Policy Applies

The term "educational media" includes (but is not limited to) print and nonprint items such as audiotapes and cassettes, books, pamphlets, computer programs, dioramas, disc recordings, electronic displays, films (movies), filmstrips, games, graphic works, learning kits, manuscripts, maps and globes, microforms, models, multimedia programs, newspapers, overhead projectuals, artistic performances, periodicals, programed texts and workbooks, radio programs, realia, reference materials, simulation, slides, sophisticated instructional systems, television programs, textbooks, videocassettes, videodiscs, videotapes, visual displays, workbooks, and various combinations of these.

Selection criteria must also be applied when selecting resource speakers for school functions such as classroom presentations, assemblies, and other school-sponsored meetings.

Evaluation and Selection Criteria

Every selection policy must include a set of specific criteria for the evaluation and selection of educational media. The following criteria can be used as a model for local criteria. Educational media must be selected to . . .

1. Meet the needs of the school, district, or other local education agency.

2. Develop aesthetic appreciation, creative thinking, and objective evaluation. Media also must match the abilities, interests, and learning levels and styles of students.

3. Reflect characteristics of the world's societies and foster understanding for the various ethnic, racial, and minority groups within our society.

4. Strengthen the student's positive self-image and personal code of ethics.

5. Allow students to examine controversial economic, political, and social issues. Students must be able to assess conflicting viewpoints from examples of propaganda and extremist views. The use of controversial material does not imply endorsement of the ideas by the professional staff or the local education agency.

6. Foster respect for women and men as human beings and avoid pointless and destructive stereotyping, whether sex-role, religious, ethnic, cultural, or socioeconomic. The valuable contributions made by people of all ages must be recognized.

7. Present factual information which has been evaluated for accuracy and clarity, since these materials allow students to make informed and intelligent judgments which affect their daily lives.

8. Reflect the variety of aspirations, attitudes, ideals, and problems of society.

9. Provide for students with varying degrees of mental, physical, and emotional ability, since all students must be encouraged to develop to their fullest potential.

10. Avoid exclusion because of the origin, nationality, race, or political or religious views of the author or producer, or other persons participating in the preparation and presentation of these materials.

11. Present factual information about major religions.

12. Include materials for their overall merit, social value, and aesthetic contribution even though they may contain dehumanizing, demeaning, or profane language; sexual incidents; violence; or potentially offensive behavior. These materials must not be routinely disqualified, but evaluated for their usefulness in presenting life in its true proportions in realistic circumstances or as creative representations of literary value.

These guidelines should also be applied when selecting resource speakers for school functions such as classroom presentations, assemblies, and other school-sponsored meetings.

Procedures for Developing an Educational Media Selection Policy

Local educational policies and procedures may require considerations other than those presented here, but the following procedures have been used successfully by many local education agencies in the development of policies.

1. The governing body resolves to establish and adopt a written educational media selection policy. (In many instances, this resolution may come about only if the media specialist assumes the professional responsibility for alerting the governing body to the need for a selection policy.)

2. The governing body or its designee appoints an ad hoc committee comprised of representatives from various sectors of the educational community, including (but not necessarily limited to) parents, students, faculty, media specialists, and administrators. The governing body charges the committee with the responsibility for developing an educational media selection policy. The charge specifies a *final deadline* for delivery of the committee's report and draft policy to the governing body. General guidelines to facilitate the work of the ad hoc committee may be established.

3. The ad hoc committee submits its recommendations to the governing body, which may discuss the proposed policy with the committee.

4. The governing body may ask interested groups, such as the

various curriculum committees, the PTA, department heads or chairpersons, teachers' association, and members of the community to comment on the recommended policy and offer suggestions to the superintendent or equivalent chief educational officer.

5. The governing body conducts a closing review of the committee's recommended policy, with due consideration given to the opinions expressed by all sectors of the educational community.

6. The governing body acts on the committee report and adopts a formal written statement as the approved educational media selection policy of the local school district or other local education agency.

7. The governing body provides for the implementation of the new written policy. The implementation plan must provide for wide dissemination of the policy to all staff members involved in the evaluation, selection, and use of educational media.

8. An open dialogue between the school and the community should be maintained as the policy is applied. School staff should be able to respond to questions about the policy from interested groups.

9. Periodic evaluation should be made of the educational media selection policy to determine its continuing appropriateness and effectiveness.

Re-evaluation of Challenged Materials

Regardless of the care taken in evaluating and selecting educational media, objections to specific materials will occur. When materials are challenged, it is imperative that appropriate policies and procedures be followed. It is also imperative that requests for re-evaluation be handled with courtesy and a high degree of professionalism. The complainant should be assured that the request will be treated fairly and expeditiously.

When a complaint about educational material is received, the following procedure is suggested.

1. The complainant should request in writing the re-evaluation of the material. (See Appendix D for sample request form.)

2. The challenged material remains in circulation until a final decision has been made.

3. A re-evaluation committee is selected in accordance with the policy established by the district's governing body. The committee may consist of educational personnel, students, and community representatives. The complainant should have the opportunity to meet with the committee.

4. The committee re-evaluates the material objectively and in its full context, in terms of the needs and interests of the students, the school and its curriculum, and the community as outlined in the official school policies and procedures for evaluation and selection of educational media.

5. The committee reports its decision to the appropriate administrator, who will see that the decision is implemented.

6. An appeal procedure may be advisable. If established, the procedure should permit the appointment of another committee at a higher governing level, again representing the broad spectrum of the educational community. This committee reviews the work of the prior committee, applies the process outlined above, and reports its decision to the chief school officer. All interested parties are notified in writing of the final decision.

APPENDICES

Appendix A
Checklist for Survival Against Censorship

___1. Do you have a written instructional materials selection policy? Has it been formally adopted by your governing agency? Is it revised and updated periodically?

___2. Does your policy include a written procedure for handling complaints?

___3. Are instructional *and* non-instructional personnel in your system, from Board members and central administrators to custodians, aware of the contents of your materials selection policy?

___4. Do you have open communication lines with civic, religious, educational, and political bodies in your community?

___5. Do you encourage your district to maintain a vigorous public relations program on behalf of intellectual freedom?

___6. Have you prepared written rationale for using specific classroom materials, especially for those that students are *required* to use to meet educational objectives?

___7. Are you aware of groups in your community who are likely to initiate complaints about instructional materials?

___8. Are you aware of groups in your community who are advocates of intellectual freedom and who might have resources they would enlist in your support?

___9. Are you aware of state and national organizations who are advocates of intellectual freedom?

Reprinted from *Selection Policies: A Guide to Updating and Writing*, with permission of the Michigan Association for Media in Education. (See Appendix G.)

Appendix B
Sample Policy Statement

_____ Board of Education

Principles and Policies for Basic Selection and Procedures for Re-evaluation of School Library Materials

A wide variety of appropriate educational media are needed to support the philosophy, goals, and instructional programs of schools. These materials include, but are not limited to, print and nonprint items such as audio recordings, books, films, filmstrips, learning kits, models, transparencies, and other forms of educational media for teaching, learning, and interest fulfillment.

A. Objectives

The primary objectives in the selection of school educational media are as follows:

1. To support and enrich all areas of the curriculum.
2. To meet the needs, abilities, interests, and maturity levels of students.
3. To stimulate thinking, provide facts, and contribute to student growth in library and aesthetic appreciation.

In order to achieve these objectives, _____ Schools endorses the following tenets as set forth in the *Statement on Intellectual Freedom* approved by the Association for Educational Communications and Technology Board of Directors, Kansas City, 1978:

"The First Amendment to the Constitution of the United States is a cornerstone of our liberty, supporting our rights and responsibilities regarding free speech both written and oral.

"The Association for Educational Communications and Technology believes this same protection applies also to the use of sound and image in our society.

"Therefore, we affirm that:

"Freedom of inquiry and access to information–regardless of the format or viewpoints of the presentation–are fundamental

to the development of our society. These rights must not be denied or abridged because of sex, age, race, religion, national origin, or social or political views.

"Children have the right to freedom of inquiry and access to information; responsibility for abridgement of that right is solely between an individual child and the parent(s) of that child.

"The need for information and the interests, growth and enlightenment of the user should govern the selection and development of educational media, not the age, sex, race, nationality, politics, or religious doctrine of the author, producer, or publisher.

"Attempts to restrict or deprive a learner's access to information representing a variety of viewpoints must be resisted as a threat to learning in a free and democratic society. Recognizing that within a pluralistic society efforts to censor may exist, such challenges should be met calmly with proper respect for the beliefs of the challengers. Further, since attempts to censor sound and image material frequently arise out of misunderstanding of the rationale for using these formats, we shall attempt to help both user and censor to recognize the purpose and dynamics of communication in modern times regardless of the format.

"The Association for Educational Communications and Technology is ready to cooperate with other persons or groups committed to resisting censorship or abridgement of free expression and free access to ideas and information."

B. Policy for Legal Responsibility

The Board of Education serves the _____ Schools and is legally responsible for all media resources. The Board delegates authority and responsibility to each school for establishing selection and acquisition procedures that will take into consideration the students' cultural backgrounds, curricular, and individual needs as well as the budgetary factors of the school.

C. Personnel for Selection of Educational Media

Materials selection is an ongoing process in which the principal, teachers, media personnel, parents, and students should participate. It is recommended that the principal involve various personnel in the selection of the resources for the media center by appointing a school media advisory committee. The size of the student body and the curriculum will determine the number of persons to serve on this committee. The committee should include the media personnel, at least one teacher representative from each area of the curriculum (subject areas, grade levels, or

teacher teams), one or more parents and one or more students whose parents have given consent in writing to their serving on this committee.

D. Functions of the School Media Advisory Committee

1. Become familiar with "Basic Selection Principles for Educational Media." (See Section E.)

2. Develop written guidelines for the selection of the individual school's media materials based on "Basic Selection Principles for School Educational Media." (See Section E.)

3. Recommend media materials needed in specific curricular areas.

4. Determine priorities of requests for school media material.

5. Maintain an up-to-date school media collection by continuous examination of the existing collection in order to replace worn materials and to withdraw out-of-date and inappropriate materials.

6. Evaluate new media materials before they are used by the students.

E. Basic Selection Principles for Educational Media

The process of examining and evaluating materials being considered for purchase is continuous and systematic. It is preferable to preview materials which are being considered for purchase; however, selection may be made from bibliographic tools, selected lists, and reviews which appear in library and educational journals.

Gifts, free and inexpensive materials, sponsored materials, and resource speakers should be judged and accepted by the same standards observed in the selection of materials to be purchased. Educational media must be selected to:

1. Meet the local needs of the school, district, or other local education agency.

2. Develop aesthetic appreciation, creative thinking, and objective evaluation. Media also must match the abilities, interests, and learning levels and styles of students.

3. Reflect characteristics of the world's societies and to foster understanding for ethnic, racial, and minority groups within our society.

4. Strengthen the student's positive self-image and personal code of ethics.

5. Allow students to examine controversial economic, political, and/or social issues. Students must be able to assess conflicting viewpoints from examples of propaganda and extremist views. The use of controversial material does not imply endorsement of the ideas by the professional staff or the local education agency.

6. Foster respect for men and women as human beings and should avoid pointless and destructive sex-role, religious, ethnic, cultural, or socioeconomic stereotyping. The valuable contributions made by people of all ages must be recognized.

7. Present factual information which has been evaluated for accuracy and clarity, since these materials allow students to make informed and intelligent judgments which affect their daily lives.

8. Reflect the variety of aspirations, attitudes, ideals, and problems of society.

9. Provide for students with varying degrees of mental, physical, and emotional ability as all students must be encouraged to develop their fullest potential.

10. Avoid exclusion because of the origin, nationality, race, political, or religious views of the author or producer or other persons participating in the preparation and presentation of these materials.

11. Present factual information about major religions.

12. Include materials for their overall merit, social value, and aesthetic contribution even though they may contain dehumanizing, demeaning sexual incidents, profane language, violence, or potentially offensive behavior. These materials must not be routinely disqualified, but be evaluated for

their usefulness in presenting life in its true proportions in realistic circumstances, or creative representations of literary value.

F. Procedures for Re-evaluation of Educational Media

Despite both the care taken to select appropriate materials for student and teacher use, and the qualifications of persons who select materials, there may be objections to a selection. When parents or guardians request permission to review materials in the media center, they should in no way disrupt the normal operations of a school. The parent or guardian must have a child in the school where the complaint is filed. If a complaint is made, the following steps should be taken.

1. School personnel will be courteous to the complainant, make no commitment, and notify the principal.

2. The complainant arranges a conference with the principal.

3. The principal invites the complainant to file his objections in writing on the form "Parent's or Guardian's Request for Re-evaluation of Educational Media." (See Appendix D.)

4. The challenged material remains in circulation until a final decision has been reached.

5. The complainant will complete one "Parent's or Guardian's Request for Re-evaluation of Educational Media" form per title.

6. A complainant who does not complete and return the form together with the challenged material to the principal will receive no further consideration.

7. Upon receipt of the completed form from the complainant, the principal will request review of the challenged material by the School Media Advisory Committee.

8. The School Media Advisory Committee will take the following steps after receiving the challenged material.

   a) Read the entire book, view, and/or listen to the material in its entirety.

   b) Check general acceptance of the material by reading re-

views and consulting recommended lists.

c) Judge the material for its strength and value as a whole and not in part—the impact of the entire work being more important than the words, phrases, or incidents out of which it is made.

d) Complete a checklist for the material, using the "Checklist for School Media Advisory Committee's Reconsideration of Instructional Material" (fiction or non-fiction form).

9. If there is a need for further review, the principal shall . . .

a) Notify the Division of Curriculum and Instruction (or appropriate division).

b) Forward letter, "Request for Reconsideration of Instructional Materials," "Checklist for School Media Advisory Committee's Reconsideration of Instructional Material," and the re-evaluated material to the Division of Curriculum and Instruction.

10. The Division of Curriculum and Instruction will notify and forward necessary materials to the Superintendent's administrative staff.

11. If there is a need for further review after the Superintendent's administrative staff has studied the materials, they will request the school district Curriculum Advisory Council to review all materials.

12. The school district Curriculum Advisory Council will take the following steps after receiving the challenged materials.

a) Read the entire book, view, and/or listen to the material in its entirety.

b) Check general acceptance of the material by reading reviews and consulting recommended lists.

c) Judge the material for its strength and value as a whole and not in part—the impact of the entire work being more important than the words, phrases or incidents out of which it is made.

d) Complete a checklist for the material, using the "Checklist for School Media Advisory Committee's Reconsideration of Instructional Material."

(1) Submit the completed checklist to the Superintendent of Schools.

(2) File a copy with the Superintendent's administrative staff.

(3) File a copy with the Department of Curriculum and Instruction.

13. The Superintendent will review the recommendations of the Advisory Council and request a conference with school personnel.

14. The Superintendent will notify the complainant of the recommendation for the challenged material.

Appendix C

*Evaluation Guide for Instructional Materials**

Type of Media _____

Subject Area _____

Title _____

Producer _____

Technical Characteristics

Size _____ Speed _____ Length _____

Color _____ Sound _____ Date _____

Cost

Purchase $ _____ Rental $ _____

Review the materials in detail before proceeding.

Suggested Use Levels

Early Childhood ____ Primary ____ Intermediate ____

Jr. High ____ Sr. High ____ College ____ Adult ____

*This evaluation form appeared in Audiovisual Instruction, November 1978 (vol. 23, no. 8) in "A Form for All Reasons," by Fred A. Teague. The form can be used in conjunction with the checklists in Appendix E for more specific evaluation of fiction.

Brief Description _____

_____

_____

_____

Evaluate the materials on the basis of each of the following characteristics which apply. Where one of the characteristics does not apply, leave all spaces blank.

	Exc.	Good	Fair	Poor
Consistency with the local curriculum	____	____	____	____
Consistency with the objectives of the instruction in which their use is anticipated	____	____	____	____
Inclusion of appropriate amount of content	____	____	____	____
Development of a logical sequence	____	____	____	____
Currentness of content	____	____	____	____
Accuracy of the content	____	____	____	____
Potential for stimulating student interest	____	____	____	____
Consistency with the intended learners' ability levels	____	____	____	____
Adaptability to various learning situations	____	____	____	____
Freedom from bias and prejudiced attitudes and concepts	____	____	____	____
Appropriateness of time or length to content	____	____	____	____

Durability of materials	____	____	____	____
Sound quality (narration, speed, tone, music, etc.)	____	____	____	____
Visual quality (photography, color, size, graphics, etc.)	____	____	____	____

	Yes	No
Are teachers' guides and supplemental information available with the materials?	____	____
Do the materials make distinct and important contributions not currently available in the collection?	____	____
Is the cost of the materials justified by the instructional values they exhibit?	____	____
Do you recommend purchase of the materials?	____	____

Evaluated by _____ Date _____

Appendix D

*Request for Reconsideration of Instructional Materials (Sample)**

School _____

Please check type of material:

____ Book	____ Film	____ Record
____ Periodical	____ Filmstrip	____ Kit
____ Pamphlet	____ Cassette	____ Other

Title _____

Author _____

Publisher or Producer _____

Request initiated by parent or guardian _____

Telephone _____

Address _____

_____

The following questions are to be answered after the complainant has read, viewed, or listened to the educational media in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

*Appendix A in AASL's publication.

These appendices have been printed with the permission of the American Association of School Librarians. They are part of a larger document titled *Policies and Procedures for Selection of Instructional Materials* (copyright American Library Association 1977) which may be obtained for 50¢ plus a 30¢ handling charge from the American Association of School Librarians, 50 East Huron Street, Chicago, IL 60611.

1. To what in the material do you object? (Please be specific, cite pages, frames in a filmstrip, film sequence, etc.) _____

_____

_____

_____

2. What do you believe is the theme or purpose of this material?

_____

_____

_____

3. What do you feel might be the result of a student using this material? _____

_____

_____

4. For what age group would you recommend this material?

_____

5. Is there anything good in this material? _____

Please comment _____

_____

_____

6. Would you care to recommend other school library material of the same subject and format? _____

_____

_____

_____ Date _____

Signature of complainant

Please return *completed* form to the school principal.

Appendix E

*Checklist for School Media Advisory Committee's Reconsideration of Instructional Material–Fiction and Other Literary Forms (Sample)**

Title _____

Author _____

Purpose

What is the purpose, theme, or message of the material? How well does the author/producer/composer accomplish this purpose?

_____

_____

_____

If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? ____ yes ____ no; For young adults? ____ yes ____ no. If both are marked no, for what age group would you recommend? _____

	Yes	No
Will the reading and/or viewing and/or listening to material result in more compassionate understanding of human beings?	____	____
Does it offer an opportunity to better understand and appreciate the aspirations, achievements and problems of various minority groups?	____	____

*Appendix C in AASL's publication.

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Are any questionable elements of the story an integral part of a worthwhile theme or message?	____	____
Content	**Yes**	**No**
Does a story about modern times give a realistic picture of life as it is now?	____	____
Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless?	____	____
When factual information is part of the story, is it presented accurately?	____	____
Is prejudicial appeal readily identifiable by the potential reader?	____	____
Are concepts presented appropriate to the ability and maturity of the potential readers?	____	____
Do characters speak in a language true to the period and section of the country in which they live?	____	____
Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters?	____	____
Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children?	____	____
For young adults?	____	____
If there is use of offensive language, is it appropriate to the purpose of the text for children?	____	____
For young adults?	____	____
Is the material free from derisive names and epithets that would offend minority groups?	____	____
Children?	____	____
Young adults?	____	____

Is the material well written or produced? ____ ____

Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion, or philosophy in any adverse way? ____ ____

Does the material make a significant contribution to the history of literature or ideas? ____ ____

Are the illustrations appropriate and in good taste? ____ ____

Are the illustrations realistic in relation to the story? ____ ____

Additional Comments _____

_____

_____

_____

Recommendation by School Media Advisory Committee for treatment of challenged materials:

_____

_____

_____

Date _____

Signatures of Media Advisory Review Committee

_____ _____

_____ _____

_____ _____

*Checklist for School Media Advisory Committee's Reconsideration of Instructional Material—Nonfiction (Sample)**

Title _____

Author _____

Purpose

What is the overall purpose of the material? _____

_____

_____

_____

Is the purpose accomplished? ____ yes ____ no

Authenticity

Is the author competent and qualified in the field?
____ yes ____ no

What is the reputation and significance of the author and publisher/producer in the field?

_____

_____

_____

	Yes	No
Is the material up-to-date?	____	____
Are information sources well documented?	____	____
Are translations and retellings faithful to the original?	____	____

*Appendix B in AASL's publication.

Appropriateness	**Yes**	**No**
Does the material promote the educational goals and objectives of the curriculum of _____ Schools?	____	____
Is it appropriate to the level of instruction intended?	____	____
Are the illustrations appropriate to the subject and age levels?	____	____

Content	**Yes**	**No**
Is the content of this material well presented by providing adequate scope, range, depth, and continuity?	____	____
Does this material present information not otherwise available?	____	____
Does this material give a new dimension or direction to its subject?	____	____

Reviews

Source of review _____

Favorably reviewed _____ Unfavorably reviewed _____

Does this title appear in one or more reputable selection aids?
_____ yes _____ no If answer is yes, please list titles of selection aids. _____

_____

_____

Additional Comments _____

_____

_____

_____

_____

_____

_____

Recommendation by School Media Advisory Committee for treatment of challenged materials:

_____

_____

_____

_____

_____

Date _____

Signatures of Media Advisory Review Committee

_____ _____

_____ _____

_____ _____

Appendix F
Contacts for Intellectual Freedom Matters

American Association of School Administrators (AASA)
1801 N. Moore Street
Arlington, VA 22209
Paul B. Salmon, Executive Director

American Civil Liberties Union
22 East 40th Street
New York, NY 10016
Trudi Shutz, Public Information Director

ACLU provides assistance in the legislation and litigation of matters concerning the protection of freedom of expression and due process of law. Assistance from ACLU includes policy statements on the various aspects of intellectual freedom, an Academic Freedom Committee, and legal assistance for approved cases and background briefs to assist local representatives. For specific information contact the national office or state and local chapters.

American Library Association
50 East Huron Street
Chicago, IL 60611
312-944-6780

The goal of the American Library Association is the promotion of libraries and librarianship to assure the delivery of user-oriented library information service to all. One of the objectives supporting this goal is the support of intellectual freedom as expressed in the *Library Bill of Rights* and the *Freedom to Read* statement and support of librarians, trustees, or libraries whose defense of these principles is challenged. Several ALA divisions and the Office for Intellectual Freedom provide services and assistance in matters concerning intellectual freedom.

ALA/American Association of School Librarians (AASL)
50 East Huron Street
Chicago, IL 60611
312-944-6780
Alice E. Fite, Executive Secretary

The American Association of School Librarians is interested in the general improvement and extension of library media services for children and young people. AASL has specific responsibility for planning of programs of study and service for the improvement and extension of library media services in elementary and secondary schools as a means of strengthening the educational program; evaluation, selection, interpretation, and obligation of media as it is used in the context of the school program; and stimulation of continuous study and research in the library field and to establish criteria of evaluation. Responsibilities in the area of intellectual freedom are to prepare and gather materials which will advise the school library media specialist of available services and support both in formulating policies of intellectual freedom and for resisting local pressure and community action designed to impair the rights of users.

ALA/Association for Library Service to Children (ALSC)
(formerly Children's Services Division)
50 East Huron Street
Chicago, IL 60611
312-944-6780
Mary Jane Anderson, Executive Secretary

The Association for Library Service to Children is interested in the improvement and extension of library service to children in all types of libraries. It is responsible for the evaluation and selection of book and nonbook library materials for and the improvement of techniques of library service to children from preschool through the eighth grade or junior high school age, when such materials and techniques are intended for use in more than one type of library. In relation to intellectual freedom the purpose is to serve as a liaison between the division and the ALA Intellectual Freedom Committee and all other groups within the association concerned with intellectual freedom; to advise the division on matters before the Office of Intellectual Freedom and their implications for library service to children and to make recommendations to

the ALA Intellectual Freedom Committee for changes in policy or issues involving library service to children; to promote in-service and continuing education programs in the area of intellectual freedom for those who select library materials for children.

ALA/Young Adult Services Division (YASD)
Young Adult Services Division
50 East Huron Street
Chicago, IL 60611
312-944-6780
Evelyn Shaevel, Executive Secretary

The Young Adult Services Division is interested in the improvement and extension of services to young people in all types of libraries. YASD has specific responsibility for the evaluation and selection of books and nonbook materials and the interpretation and use of materials are designated for only one type of library. In addition to serving as a liaison between ALA divisions and the ALA Intellectual Freedom Committee, YASD will prepare and gather materials which will advise the librarian working with young adults of available services and support for resisting local pressure and community action designed to impair the rights of young adult users.

ALA/Office for Intellectual Freedom
50 East Huron Street
Chicago, IL 60611
312-944-6780
Judith F. Krug, Director

The Office for Intellectual Freedom is charged with implementing ALA policies concerning the concept of intellectual freedom as embodied in the *Library Bill of Rights*, the association's basic policy on free access to libraries and library materials. The goal of the office is to educate librarians and the general public about the nature and importance of intellectual freedom in libraries. To effect this goal, the office undertakes information, support, and coordination activities. These include distributing materials and information, preparing regular and special publications, maintaining the OIF exhibit, supervising liaison with the Freedom to Read Foundation and the LeRoy C. Merritt Humanitarian Fund, serving as liaison to the Intellectual Freedom Committee, coordinating ac-

tivities of state intellectual freedom committees and cooperating with other organizations whose purposes are similar to ALA's regarding intellectual freedom.

Association for Educational Communications and Technology (AECT)
1126 16th Street, NW
Washington, DC 20036
202-833-4180
Howard Hitchens, Executive Director

The Intellectual Freedom Committee of the Association for Educational Communications and Technology is charged with exploring the issue of freedom of access to learning materials as it relates to the field of educational media and technology; and to monitor developments, advise and make recommendations to the Board of Directors concerning the general issue of infringements of freedom of access to information in our society. The AECT Board of Directors has issued an *Intellectual Freedom Statement* supporting the protection of sound and image in our society. Available from the association is a publication, *Media, the Learner, and Intellectual Freedom: A Handbook,* which discusses the development and use of educational media selection policies to support intellectual freedom in elementary and secondary schools. A visual presentation is currently being produced to further support the concept of intellectual freedom, selection and evaluation, and the K-12 setting.

Association for Supervision and Curriculum Development (ASCD)
1701 K Street
Suite 1100
Washington, DC 20036
202-467-6484
Gordon Cawelti, Executive Director

The Association of American Publishers (AAP)
1 Park Avenue
New York, NY 10016
212-689-8920

or

1920 L Street, NW
Suite 750
Washington, DC 20036
202-293-2585

AAP issued jointly with ALA the *Freedom to Read Statement.* One of the primary activities of AAP is support of the Free-

dom to Read Committee, which analyzes individual cases of attempted censorship by Congress or state legislatures, municipal governments, and local school boards. Its action may take the form of a legal brief in support of a position against censorship, testimony before appropriate legislative committees, public statements, and telegrams or letters protesting any attempt to limit freedom of communication.

Freedom of Information Center
Box 858
Columbia, MO 65201

or

328 Pennsylvania Ave., SW
Washington, DC 20003

Media Coalition, Inc.
342 Madison Avenue
New York, NY 10017
212-687-2288

Media Coalition, Inc. represents a group of national trade associations who have allied themselves in an effort to alert and inform their members of censorship activities. It performs three broad functions:
Informational. To serve as a nationwide clearinghouse of information on obscenity legislation at the state level. A data bank includes all relevant bills, laws, and judicial rulings.
Legislative. To initiate citizens' lobbying efforts in state legislatures establishing statewide networks of member organizations.
Educational. To encourage educational process by bringing the dangers of censorship to the public's attention through greater use of the media and through direct contact with politicians and other civic leaders.

National Association of Dramatic and Speech Arts
Fort Valley College
Fort Valley, GA 31030

National Coalition Against Censorship (NCAC)
22 East 40th Street
New York, NY 10016

A coalition of a variety of national organizations with branches who may be of assistance with intellectual freedom problems.

National Council for the Social Studies
1515 Wilson Boulevard
Arlington, VA 22209

National Council of Teachers of English (NCTE)
Committee on Censorship
1111 Kenyon Road
Urbana, IL 61801
217-328-3870

The National Council of Teachers of English offers resources, aid, and support whenever possible. Their publication *The Student's Right to Read* is a practical guide to the issue of censorship. Copies may be purchased from NCTE.

National Education Association
Commission on Professional Rights and Responsibilities
1201 16th Street, NW
Washington, DC 20036

National School Boards Association
Educational Policies Services
1055 Thomas Jefferson Street
Washington, DC 20007

Appendix G

A Selected List of Organizations with Intellectual Freedom Manuals

American Library Association
Office for Intellectual Freedom
50 East Huron Street
Chicago, IL 60611
Intellectual Freedom Manual

Arizona State Library Association
ASLA Intellectual Freedom Manual

Association for Educational Communications and Technology
1126 Sixteenth Street, NW
Washington, DC 20036
Media, The Learner, and Intellectual Freedom: A Handbook
$7.95

Florida Department of Education
School Library Media Services Section
506 Knott Building
Tallahassee, FL 32304
Suggested Principles, Policies and Procedures for Selection and Reconsideration of School Library Media Center Materials in Florida

State of Iowa
Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319
Selection of Instructional Materials: A Model Policy and Rules

Michigan Association for Media in Education
Bureau of School Services
University of Michigan
401 South Fourth Street
Ann Arbor, MI 48103
Selection Policies: A Guide to Updating and Writing
$3.00

New Hampshire Educational Media Association
Marcia Taft
Crosbie House
63 Court Street
Exeter, NH 03833
The Plain Rapper: A Discussion of the Processes and Procedures in Selecting Learning Resources for Children
$1.50

New Jersey School Media Association
(now the Educational Media Association of New Jersey)
Robert Ruezinsky
Montclair State College
Upper Montclair, NJ 07043
Guidelines for Development of Library/Media Selection Policy

The University of the State of New York
State Education Department
Albany, NY 12234
Selection Guidelines: School Library Resources, Textbooks and Instructional Materials

Ohio Association of School Librarians
(now the Ohio Educational Library Media Association)
Ohio Educational Association
225 East Broad Street
Columbus, OH 43215
Materials Selection Policies for School Media Centers: Aids for Writing, Monograph Series Number 1

Wisconsin Department of Public Instruction
Bureau of School Library Media Programs
126 Langdon Street
Madison, WI 53702
Suggestions for Dealing with Censorship of Media Center Materials in Schools: A Wisconsin Plan

Appendix H
Selected Media on Issues of Intellectual Freedom

Abramson, Jane. "Still Playing It Safe: Restricted Realism in Teen Novels." *School Library Journal* 22(May 1976):38-9.

Allington, Richard L. "Book Banning: No Easy Answers." *Journal of Reading* 19(December 1975):201-4.

American Library Association. Office for Intellectual Freedom. *Intellectual Freedom Manual.* Chicago: American Library Association, 1974.

Anderson, Arthur James. *Problems in Intellectual Freedom and Censorship.* New York: R. R. Bowker Co., 1974.

Arizona English Bulletin, February 1975. (Entire issue devoted to censorship and teaching of English.)

"Around the World (Censorship)." *Newsletter on Intellectual Freedom* (May 1978):76-77.

Association for Educational Communications and Technology. *Media, the Learner, and Intellectual Freedom: A Handbook.* Washington: Association for Educational Communications and Technology, 1979.

Berninghausen, David K. *The Flight From Reason: Essays on Intellectual Freedom in the Academy, the Press, and the Library.* Chicago: American Library Association, 1975.

The Bill of Rights in Action: Freedom of Speech. Santa Monica, Calif.: BFA Educational Media, n.d. (Film; 21 min.)

The Bill of Rights in Action: Freedom of the Press. Bernard Wilets, director. Santa Monica, Calif.: BFA Educational Media, 1973. (Film; 21 min.)

Blacklist: A Failure in Political Imagination. N. Hollywood, Calif.: The Center for Cassette Studies, 1975. (Audiocassette; 29 min.)

Blackmun, Harry Andrew. "High Court: Community Standards Cannot Be Defined." *Newsletter on Intellectual Freedom* 26(July 1977):93.

"Book Banning Makes a Comeback in Schools." *American School Board Journal* 160(May 1973):25-38.

"Boston Radio Program Leads to Book Banning." *School Library Journal* 22(1 April 1976):19.

Boyle, Deirdre. "An Interview With Don Roberts: Media Censorship and 'Printist' Librarians." *American Libraries* 8(November 1977):542-5.

Broadcasting and the First Amendment. N. Hollywood, Calif.: The Center for Cassette Studies, 1975. (Audiocassette; 24 min.)

Broderick, Dorothy M. "Censorship—Reevaluated." *Library Journal* 96(15 November 1971):3816-18.

Burger, Robert H. "Kanawha County Textbook Controversy: A Study of Communication and Power." *Library Quarterly* 48 (April 1978):143-62.

Busha, Charles H., ed. *An Intellectual Freedom Primer.* Littleton, Colo.: Libraries Unlimited, 1977.

Busha, N. F. "The Furor over School Textbooks." *Reader's Digest* (January 1976):125-9.

Cameron, Jane. "The Trustee and Intellectual Freedom." *Michigan Librarian* 41(Summer 1974):13-14.

Candor, Catherine Ann. "A History of the Kanawha County Textbook Controversy, April 1974 - April 1975." Ph.D. dissertation, 1976. Washington: Educational Resources Information Center, 1976 [ED 130 283]

Censorship and the Schools. West Haven, Conn.: National Edu-

cation Association, n.d. (Series of three audiotapes and a transcript/discussion booklet; total: 83 min.)

"Censorship Care Package." (Available from Diane P. Shugert, N.E.A.T.E. Committee on the Profession, English Department, Central Connecticut State College, New Britain, CT 06050. $1.)

"Censorship Conference Panelists Discuss First Amendment Issues." *School Library Journal* 23(April 1977):11-12.

"Censorship Info Center." *Library Journal* 103(1 June 1978): 1112.

"Censorship: The Challenge to Freedom in the Schools." Association for Supervision and Curriculum Development, April 1975. (Educational Resources Information Center: ED 115 520)

"Chelsea Censorship Trial Concluded." *School Media Quarterly* 6(Spring 1978):168-70.

Cherry, S. S. "Book on Women Creates Controversy for Libraries Nationwide." *American Libraries* 9(January 1978):21-2.

Cleary, Florence Damon. *Blueprints for Better Reading: School Programs for Promoting Skill and Interest in Reading.* 2nd ed. New York: H. W. Wilson Co., 1972.

Clor, Harry M., ed. *Censorship and Freedom of Expression: Essays on Obscenity and the Law.* Chicago: Rand McNally, 1971.

"Constitutionality of Book Ban Challenged by New York Civil Liberties Union." *Library Journal* 102(1 March 1977):530.

"Coping with Censorship: What Can You Do: It Starts in the Classroom." *Newsletter of the National School Public Relations Association,* December 1974.

Coughlan, M. N. "Guardians of the Young: Why There Has Never Been—and Probably Never Will Be—Intellectual Freedom for Children." *Top of the News* 33(Winter 1977):137-48.

Cowan, Paul J., and Hardy, Clifford A. "Science and Censor-

ship." *Science and Children* 12(September 1974):26-7.

Dally, Jay Elwood. *The Anatomy of Censorship.* New York: M. Dekker, 1973.

Davies, Ruth Ann. *The School Library Media Center: A Force for Educational Excellence.* 2nd ed. New York: R. R. Bowker Co., 1973.

"The Debate Goes On: Humans vs. 'Anti-Humans' in Children's Book World." *American Libraries* 8(April 1977):178.

Devol, Kenneth. "Obscenity: Boon or Bust?" *College Press Review* 14(Winter 1974):2-9.

Donelson, Kenneth L., ed. "Censorship and the Teaching of English." Tempe: Arizona English Teachers Association, 1975. (Educational Resources Information Center: ED 109 698) (Information and techniques about censorship and fighting censorship. Among the many topics are censorship of both print and audiovisual materials, the role of students and the role of the school board.)

_____. "Censorship in the 1970's: Some Ways to Handle It When It Comes (and It Will)." *English Journal* 63(February 1974):47-51.

_____. "Censorship: Perpetual Threat to Librarians and Teachers." In *Children and Books,* ed. by Zena Sutherland and May Hill Arbuthnot, pp. 587-96. 5th ed. Glenview, Ill.: Scott, Foresman, 1977.

_____. "A Few Safe Assumptions about Censorship and the Censor." *Education Digest* 39(September 1973):54-6.

_____. "Forty Iceberg Tips: The State of Censorship 1972-78." *California Librarian* 39(July 1978):32-8.

_____. "Ruminating and Rambling: The Censorship of Non-Print Media Comes to the English Classroom." *English Journal* 62(December 1973):1226-7.

_____. "Some Tentative Answers to Some Questions about Censorship." *English Journal* 63(April 1974):20-1.

_____. "What To Do Before the Censor Arrives." *Today's Education* 64(January 1975):22-6.

Dornfeld, Jean, ed. "Selection of Instructional Materials: A Model Policy and Rules." Des Moines: Iowa State Department of Public Instruction, 1975. (Educational Resources Information Center: ED 116 691)

Douma, Rollin George. "Book Selection Policies, Book Complaint Policies and Censorship in Selected Michigan Public High Schools." Ph.D. dissertation, University of Michigan, 1973. (Educational Resources Information Center: ED 078 448)

Erlick, A. C. "Adolescents' Views on Freedom to Read." *Social Education* 39(April 1975):235-7.

_____. "Teenage Views on Book Censorship." *Intellect* 103(March 1975):354.

Ernst, Morris Leopold, and Schwartz, Alan U. *Censorship: The Search for the Obscene.* New York: Macmillan, 1964.

Faigley, Lester L. "What Happened in Kanawha County." *English Journal* 64(May 1975):7-9.

Feltman, Lee. "Cartoonists and Publishers Beware!" *Newsletter on Intellectual Freedom* 26(March 1977):31. Originally published in *Impact* (November 1976).

"First Amendment." *Publishers Weekly* 208(24 November 1975): 18; 209(8 March 1975):24; 209(29 March 1975):20; 209(5 April 1975):19-20; 209(12 April 1975):28; 209(21 June 1975):31; 210(27 September 1976):22; 210(22 November 1976):20; 210(29 November 1976):15; 211(10 January 1977):29; 211(6 June 1977):42.

Flanagan, L. W. "Defending the Indefensible: The Limits of Intellectual Freedom." *Library Journal* 100(October 1975): 1887-91.

Foley, Robert, and MacCann, Donnarae. "The Iowa Plan: A 'Due Process' for Handling Book Challenges." *Interracial Books for Children,* 1976.

Freedom in America: The Two-Century Record. Chicago: American Library Association, 1977. (Sound filmstrip; 24 min.)

Freedom to Learn. Washington: Association for Educational Communications and Technology, 1979. (Sound filmstrip)

Fuller, Ralph N. "Spotlight on West Virginia: Textbook Selection: Burning Issue?" *Compact* 9(June 1975):6-8.

Geller, Evelyn. "The Librarian as Censor." *Library Journal* 101 (1 June 1976):1255-8.

Gerhardt, Lillian Noreen. "Who's in Charge of School Libraries?" *School Library Journal* 23(November 1976):27-28.

_____. "The Would-be Censors of the Left." *School Library Journal* 23(November 1976):7.

Gilman, William. "Viewpoint: A Flip of the Censorship Coin." *Newsletter on Intellectual Freedom* 22(January 1973):4-5.

Glatthorn, Allan A. "Censorship and the Classroom Teacher." *English Journal* 66(February 1977):12-15.

"Guidelines on Book Choice: The New York State Board of Regents Has Issued Its First Set of Guidelines Regarding Controversial Books, Including Material Dealing with Sex." *AB Bookmans Weekly* 59(10 January 1977):172.

Haiman, Franklyn S. "How Much of Our Speech Is Free?" In *Discussion Guide for The Speaker, A Film.* American Library Association, 1977, pp. 17-31. (Reprinted with permission of the American Civil Liberties Union.)

Hart, Harold H., ed. *Censorship: For and Against.* Introduction by Harold H. Hart. New York: Hart Publishing Co., 1971.

Harvey, James A. "Acting for the Children?" *Library Journal* 98(15 February 1973):602-5.

_____, ed. "Intellectual Freedom and School Libraries: An In-Depth Case Study." *School Media Quarterly* 1(Winter 1973):111-35.

Hinman, Jean S. "Whatever Happened to 'Good' Books?" Paper presented at the annual convention of the Virginia Library Association, November 1974. (Educational Resources Information Center: ED 104 369)

Holzman, Sheridan V. "Remarks of Sheridan V. Holzman, American Civil Liberties Union attorney, before the Freedom to Read Workshops." *Michigan Librarian* 40(April 1974):5-7.

Horn, Zoia. "The Library Bill of Rights vs. the 'Racism and Sexism Awareness Resolution.'" *Library Journal* 102(1 June 1977):1254-5.

Hough, Maxine Larson. "Censorship: Where Will You Be When It Hits the Fan?" *Michigan Librarian* 39(Summer 1973):5-7.

Hoy, Alice Kathleen. "Controversial English Lessons and the Law." *English Journal* 66(February 1977):21-5.

"Intellectual Freedom and the Media Specialist." *School Media Quarterly* (Winter 1974):135-8.

"Intellectual Freedom: Guidelines to Help Protect the Free Access to Information." (Wisconsin Intellectual Freedom Coalition, P.O. Box 518, Rhinelander, WI 54501)

"Island Trees, N.Y. Book Panel to Determine Fate of Banned Books." *School Library Journal* 22(May 1976):11-12.

Issues in Children's Book Selection: A School Library Journal/ Library Journal Anthology. Introduction by Lillian Gerhardt. New York: R. R. Bowker Co., 1973.

Jones, Philip G. "The Clash over Dirty Books Is Shattering a School System." *American School Board Journal* 161(November 1974):31-2.

Josten, Monica L. "The Unlikely Censor." *English Journal* 66 (February 1977):15-17.

Journal of Research & Development (Spring 1976) (Entire issue devoted to censorship.)

Kneale, Rosemary. "Encounters of the Hardest Kind: A Case

Study Approach to Intellectual Freedom." *Top of the News* 35(Fall 1978):53-6.

Kosinski, Jerzy. "Against Book Censorship." *Media & Methods* 12(January 1976):20-4.

Kristol, Irving. "Pornography, Obscenity and the Case for Censorship." *New York Times Magazine* (28 March 1971):24-52.

Krug, Judith F. "Censorship: The Malady Lingers On." *Today's Education* 65(March 1976):48-9.

_____. *The Curse of Interesting Times.* Chicago: American Library Association Office of Intellectual Freedom, 1974. (Educational Resources Information Center: ED 101 751)

_____. "Facing the Censorship Issue." Remarks presented at the Freedom to Read Workshop, Cadillac, Michigan, April 24, 1974. *Michigan Librarian* 41(Summer 1974):8-16.

LaPota, Marguerite. "Seven Men Came For the English Teacher." *English Education* (Spring 1976).

Lentczner, Joan. "Struggle in Press Freedom." LaCrosse, Wis.: Journalism Education Association, 1975. (Educational Resources Information Center: ED 105 459)

Lettis, Richard. "The Book Is Not for Burning." *Journal of Reading* 21(November 1977):106-8.

Levine, Alan H. "Impressionable Minds, Forbidden Subjects: A Case in Point." *Library Journal* 98(15 February 1973):595-601.

Lewis, Felice Flanery. *Literature, Obscenity, and the Law.* Carbondale: Southern Illinois University Press, 1976.

"Long Island Schools Lose 60 Books to Censors." *Wilson Library Bulletin* 50(April 1976):622.

MacCann, Donnarae. "Children's Books in a Pluralistic Society." *Wilson Library Bulletin* 51(October 1976):154-62.

MacPherson, M. "Who's Afraid of the Big Bad Books?" *Wash-*

ington Post (11 February 1973):G-1.

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